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AUTHOR Isaksen, Leonard W.
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ABSTRACT

In spring 1987, a self-study was conducted of the Los Angeles Community College District's Project for Adult College Education (PACE) to determine what current and former PACE students, faculty, and administrators felt were the strengths and weaknesses of the program. Using an integrated course approach, PACE permits students to complete an associate degree in five semesters, attending classes with students of similar ages, maturity, and level of commitment. Study findings, based on survey responses from 1,476 of 2,459 current PACE students, 42 former students, and 49 of the 57 PACE faculty members, included the following: (1) among current students, 84% were over 24 years old, 88% worked at least 30 hours per week, 77% were women, and 46% were White, 27% Black, 19% Hispanic, and 3% Asian; (2) 71% of the current PACE students had completed some college units before enrolling in the program, 55% qualified for college-level English courses, and 80% indicated that transferring to a four-year university was their primary goal; (3) most current students gave high ratings to the quality of in-class PACE instruction and claimed that the program had improved their writing and reading skills and their understanding of other cultures; (4) 68% were interested in pursuing further studies; (5) the only component of PACE that received a negative rating from a majority of students was the televised material, with 61% indicating that the television programs added little or nothing to their education; (6) only 50% of the students felt that they were given appropriate advance information to prepare themselves for the demands of the PACE program, 32% reported inadequate counseling for transfer, and 25% felt that weekend conferences had little or no effect on their learning process; and (7) only 62% of the responding PACE faculty members felt that they had received adequate preparation for the program, and 24% did not feel that the PACE offerings satisfied learning requirements for equivalent transfer courses in their disciplines. The bulk of the report consists of data tables, providing an item-by-item analysis of survey responses, from each group, by college. The survey questionnaires are attached. (WJT)

Report No. WLAC-004-LI

INSTITUTIONAL RESEARCH

ED314108

PACE SURVEY RESULTS

SPRING 1987

Prepared By

Leonard W. Isaksen

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October 1988

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PACE

PROJECT FOR ADULT COLLEGE EDUCATION

EAST
HARBOR
MISSION
PIERCE
SOUTHWEST
WEST

RESULTS OF THE SPRING 1987 PACE SURVEY

CURRENT STUDENTS
FORMER STUDENTS
FACULTY
ADMINISTRATORS

Leonard W. Isaksen
West Los Angeles College
October 1988

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PREFACE

This particular report is a compilation of all of the data that was collected from the PACE Survey conducted during the Spring 1987 semester. The survey is a self study of the PACE program completed by: current students, former students, faculty, and administrators. It was decided to reorganize the questions into a format wherein related questions were placed together. The questions were only analyzed based on college (East, Harbor, Mission, Pierce, Southwest, West) and District. All of the data is listed as a percentage of the sample size for each college and for the District. Under each question is the variable name used to sort the data. Any of the variables can be run against each other. If other comparisons are required notify the Office of Research, Planning, and Analysis, Los Angeles Community Colleges, District Office, and further data runs will be made.

A very cursory analysis of the data in this report is to be found in Summary of Finding from the Spring 1987 PACE Survey (Research, Planning, and Analysis Report No. PR-003-LI) a copy of which is included within this report.

PE-00 is a table that was created to determine the percentage response to the survey in order to validate the findings. As can be seen district-wide almost 60% of the current PACE students replyed to the current student portion of the analysis. The findings should have a great deal of validity in as much as most of the PACE students were able to make their comments known.

The survey was originally conducted by Jeanne Landis. The data was collected by Dora Gonzalez, and the computer analysis was run by George Prather.

Leonard W. Isaksen
October 1988

PACE (PROJECT FOR ADULT COLLEGE EDUCATION)

The purpose of this analysis is to develop a coherent understanding of the development and implementation of the PACE program within the Los Angeles Community College District. Over the past several years the program has grown dramatically. It was first implemented at Harbor in Fall 1983, followed by Mission in Fall 1985, and at East, Pierce, Southwest and West in Fall 1986. Trade-Tech will be starting a program in Fall 1988. By the end of the Spring 1988 semester, some 1,200 different PACE sections had been offered. Assuming a total of 2,450 students per semester enrolled in the six programs, this represents an annual WSCH of 58,800. This WSCH figure translates into an ADA of 1,590 and an income to the District for the 1987-1988 school year of approximately $5,000,000. At the same time, the 2,450 students represent 2.4% of all students enrolled in the district during Fall 1987. As has been noted in other reports, during the 1986-87 school year the PACE program accounted for more than half of the WSCH growth for four of the six PACE colleges. During the same period, 35% of district WSCH increase was provided by the PACE programs.

In the Spring of 1987, a self analysis of the PACE program was undertaken by the Office of Research, Planning and Analysis (RPA) to determine what current and former PACE students, faculty, and administrators felt were the strengths and weaknesses of the program. The analysis within this report is based on the Spring 1987 surveys of current and former students and current PACE faculty.

PACE STUDENTS NEEDS AND CHARACTERISTICS

What is most obvious from the PACE analysis conducted thus far is that students want, seek, and will enroll in a program that suits their particular needs, which usually include convenient locations and scheduling, and an exciting, appropriate curriculum. In the case of the current PACE students who were surveyed, these were the needs of an older working population; 84% of the students were 25 years of age or more while 45% were 35 or older, and 88% worked at least 30 hours per week. Seventy-seven percent of PACE students were women, and ethnicity was 46% white, 27% black, 19% hispanic, 3% Asian and 5% other. Educational levels were relatively high; 71% of the students had already completed some college units before enrolling in the PACE program, and 55% of them qualified for college-level English 101. Eighty percent stated transfer to a four-year university as a primary goal.

SUCCESSFUL FEATURES OF THE PROGRAM

Through the "integrated" course approach, students are able to take the courses needed to obtain the AA degree in five semesters; this appeared to be an attractive feature of PACE for program students. The integrated courses also allowed the students to attend classes with those of similar age, maturity and level of commitment. PACE students felt more comfortable in their own classes than if they were dispersed among regular classes with younger, more "traditional" college students. In this manner, the curriculum becomes relevant to the needs of the student.

Most current students gave high grades to the quality of in-class PACE instruction, and claimed that the program had boosted their self-esteem and improved their abilities in such areas as writing and reading skills, appreciation of literature and the arts, and understanding of other cultures and the world in general. A substantial majority (68%) expressed an interest in further studies.

AREAS OF COMPLAINT

The only component of PACE that received a negative rating from a majority of current students was the televised material. Sixty-one percent of the current students survey respondents stated that the TV programs added nothing or little to their education, and 29% gave the shows a grade of D or F. On the recommendation portion of the survey, 46% registered negative comments, which included complaints that the programs were bad, a waste of time, and insulting to their intelligence. Some of these comments were written rather vehemently.

These programs were produced in the 1970s by the "To Educate the People Consortium" (TEPC), based in Michigan, where the program began 15 years ago. Obviously, they should be replaced by new programs that reflect local and current concerns. This may entail production by the LACCD or a local consortium of Community Colleges, or the utilization of prepackaged educational programs like those shown on KCET. A decision should be made soon to improve the quality of PACE television and make it more productive and intellectually stimulating. Plans are currently being undertaken for the LACCD to produce some programs on its own; this may be a step in the right direction.

Only 50% of students answered that they were given appropriate advance information to prepare themselves for the demands of the PACE program. Thirty-two percent complained that they were being given inadequate counseling for transfer; 45% rated the counseling adequate, and only 24% considered it very good. Some improvement in both counseling and public information is clearly needed.

Most students (70%) gave A or B grades to the weekend conferences, but a significant minority (28%) wrote in specific criticisms. It was felt that 8 to 10 hours on a Saturday was too long a period to enable any real learning to take place. In the survey itself, 25% stated that the conferences had little or no effect on their learning process. Several students commented that going to school two nights and attending a half day on Saturday would be preferable to the present mode of delivery.

FORMER STUDENTS

The data obtained on former PACE students is tantalizing but inconclusive, since only 42 responded. These included graduates, dropouts from the program, and transfers to four-year colleges. All but ten of the respondents stated that PACE coursework had prepared them well for transfer. Three quarters of those in upper-division programs claimed current grade point averages of 3.5 or more. Overall, the former students expressed an even more positive attitude to PACE than those currently in the program, although they too disparaged the TV component. Only 52% of transfer students stated that their upper-division school accepted all their PACE units. Almost a third failed to pass the upper-division mathematics placement test. Twenty-one of the 42 respondents noted in the comment section of the survey that they felt that the academic quality of the program should be improved so as to better prepare students for transfer.

FACULTY

Fifty of the 57 PACE faculty responded to the survey. Half had been hired specifically for the program. Forty-six percent had no experience in teaching interdisciplinary and team-taught courses, and only 26% received more than five hours of orientation for the program. Only 62% felt that they had adequate preparation for the demands of the program and its students. Twenty-four percent did not feel that the PACE offerings satisfied the learning requirements for the equivalent introductory transfer course in their disciplines. Yet, in spite of reservations about various aspects of the program, 90% of faculty respondents gave PACE an overall good-to-excellent rating.

DATA NEEDS AND RECOMMENDATIONS

Currently missing from the data collected on the PACE program is any in-depth analysis of student retention and attrition patterns. Nor is any data available that would allow a thorough determination of why students drop out of the program, or what happens to them after they graduate with an AA degree. The Office of Research, Planning and Analysis is developing a cohort model wherein a complete analysis of the PACE student body can be achieved.

The success of PACE in the long run will depend to a great extent on the development of data systems that can review and evaluate the program to maintain it at optimum level. But even now, PACE's popularity and the enthusiasm of its students should inspire the development of similar programs that serve other non-traditional cohort groups. As the District's population changes, more such groups are emerging, and many of them have difficulty gaining access to regular college programs. These groups must be identified and their needs assesed to determine the curricula they require and the class scheduling and locations that give them access to college services. As traditional student cohorts decline in numbers, renewal of enrollment growth may depend on specialized programs. The creativity and flexibility embodied in PACE offer our colleges their best hope for the future.

TOPIC: Comparison of Number Enrolled to Survey Number

The following chart was developed in order to validate the survey of the PACE students conducted during Spring, 1987.

The first and second lines were determined by looking at the total enrollment in all sections of the "key course" as indicated. The 1st census figures were used from the LACCD Spring 1987 WSCH Report.

The third line is to validate the use of a "key course" for enrollment figures. The total WSCH the PACE program generated by college and the District (as determined by the Spring 1987 WSCH Report) was divided by 12 (the number of units in which PACE students are enrolled).

The fourth line was derived from Question #11 (Which College do you attend?) [VARIABLE: COLLEGE].

The fifth line is a percentage comparison of the number of students who completed the survey (line #4), divided by the number actually enrolled in the PACE program (line #2).

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"Key" Course for Number Enrolled 1	Hum 61	Eng 209	Phil 6	Hum 61	Hum 31	Hum 61	--
Number Enrolled in Course 2	289	661	599	347	293	296	2485
PACE WSCH Divided by 12 Units 3	286	653	600	335	281	288	2443
Number who Completed Survey 4	217	272	343	278	191	175	1476
% by College Completing Survey 5	75.1	41.5	57.3	80.1	65.2	59.1	59.4

LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
CURRENT STUDENTS

PE-01

TOPIC: Student Aspirations

How important to you is the educational goal to earn an associate degree?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
High	88.0	83.8	83.9	72.7	88.0	81.7	82.6
Medium	5.6	9.6	11.7	18.3	9.4	12.0	11.4
Low	3.7	3.7	3.2	5.0	1.0	3.4	3.5
None	2.8	2.9	1.2	4.0	1.6	2.9	2.5
SAMPLE SIZE	216	272	341	278	191	175	1473

VARIABLE: AAGOAL

QUESTION: 16

Responses are given in percentage of sample size for each college and for the district.

LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
CURRENT STUDENTS

PE-02

TOPIC: Student Aspirations

How important to you is the eductional goal to gain a general education?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
High	69.9	70.1	72.2	65.3	74.9	74.7	70.8
Medium	22.2	23.2	23.7	27.1	18.3	17.8	22.6
Low	3.7	4.1	3.2	5.4	3.7	5.7	4.2
None	4.2	2.6	.9	2.2	3.1	1.7	2.3
SAMPLE SIZE	216	271	342	277	191	174	1471

VARIABLE: GENGOAL

QUESTION: 17

Responses are given in percentage of sample size for each college and for the district.

LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
CURRENT STUDENTS

PE-03

TOPIC: Student Aspirations

How important to you is the educational goal to improve job prospects?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
High	75.2	78.5	70.9	72.5	75.9	74.1	74.3
Medium	20.6	11.9	18.2	18.5	15.7	16.1	16.9
Low	1.9	7.0	7.1	3.6	6.3	7.5	5.6
None	2.3	2.6	3.8	5.4	2.1	2.3	3.3
SAMPLE SIZE	214	270	340	276	191	174	1465

VARIABLE: IMPJOB

QUESTION: 18

Responses are given in percentage of sample size for each college and for the district.

LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
CURRENT STUDENTS

PE-04

TOPIC: Student Aspirations

How important is you is the educational goal to qualify for a better position?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
High	75.3	72.8	70.6	68.7	77.0	69.7	72.1
Medium	18.6	15.8	17.9	17.8	16.2	18.3	17.4
Low	3.3	7.4	5.6	6.9	5.2	8.0	6.1
None	2.8	4.0	5.9	6.5	1.6	4.0	4.5
SAMPLE SIZE	215	272	340	275	191	175	1468

VARIABLE: BETERJOB

QUESTION: 19

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Aspirations

How important to you is the eductional goal to prepare for transfer to a university?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
High	75.8	85.2	74.4	85.9	73.8	88.6	80.4
Medium	19.4	10.7	17.4	11.6	18.8	8.6	14.5
Low	4.7	2.6	6.5	1.4	5.8	1.7	3.9
None	0	1.5	1.8	1.1	1.6	1.1	1.2
SAMPLE SIZE	211	270	340	277	191	175	1464

VARIABLE: TRANSFER*

QUESTION: 20

Responses are given in percentage of sample size for each college and for the district.

*This file is not available.

TOPIC: Student Aspirations

Do you plan to transfer to a University?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	88.8	91.9	87.5	93.8	89.9	95.4	91.0
No	11.2	8.1	12.5	6.2	10.1	4.6	9.0
SAMPLE SIZE	205	258	328	275	188	173	1427

VARIABLE: PLAN*

QUESTION: 54

Responses are given in percentage of sample size for each college and for the district.

*This file is not available.

TOPIC: Student Aspirations

Since you plan to transfer, which University do you plan to transfer to?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
CSUDH	12.8	59.8	17.0	2.7	64.5	47.5	31.4
CSULB	4.6	14.1	2.4	.4	4.7	5.6	5.2
UCLA	4.6	3.2	7.6	5.7	4.7	6.3	5.4
CSULA	51.3	2.8	9.0	1.1	7.6	11.3	12.6
CSUN	3.6	.8	49.1	44.7	2.3	9.4	21.7
Other	23.1	19.3	14.9	45.5	16.3	20.0	23.8
SAMPLE SIZE	195	249	289	264	172	160	1329

VARIABLE: TRANSCHL

QUESTION: 55

Responses are given in percentage of sample size for each college and for the district.

LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
CURRENT STUDENTS

TOPIC: Student Aspirations

To what extent is participation in PACE changing your: Educational goals?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	56.1	59.2	56.5	35.0	60.3	53.4	52.9
Some	25.9	26.3	28.1	35.7	27.0	31.0	29.1
Little	11.8	7.6	9.0	16.6	6.9	8.6	10.3
None	6.1	6.9	6.5	12.6	5.8	6.9	7.6
SAMPLE SIZE	212	262	324	277	189	174	1438

VARIABLE: CHEDGOAL

QUESTION: 60

Responses are given in percentage of sample size for each college and for the district.

LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
CURRENT STUDENTS

TOPIC: Student Aspirations

To what extent is participation in PACE changing your: Career goals?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	46.5	46.8	35.7	22.9	48.4	40.5	39.1
Some	31.9	28.9	36.6	37.1	29.3	31.2	33.0
Little	11.7	13.7	15.8	22.5	12.2	15.0	15.6
None	9.9	10.6	11.8	17.5	10.1	13.3	12.3
SAMPLE SIZE	213	263	322	275	188	173	1434

VARIABLE: CHCAREER

QUESTION: 61

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Aspirations

To what extent is participation in PACE changing your: Aspirations for your children?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	44.8	40.2	36.9	18.3	54.1	42.6	38.1
Some	24.4	24.2	23.6	19.5	21.0	18.1	22.1
Little	10.9	11.3	12.7	19.8	9.9	10.3	12.9
None	19.9	24.2	26.8	42.4	14.9	29.0	27.0
SAMPLE SIZE	201	256	314	262	181	155	1369

VARIABLE: CHCHLDAS

QUESTION: 62

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Aspirations

To what extent is participation in PACE changing your: Political knowledge and beliefs?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	24.3	29.4	27.5	16.9	34.2	31.2	26.7
Some	38.3	40.8	35.3	36.8	43.9	38.7	38.6
Little	24.3	22.3	24.1	25.4	12.3	16.8	21.6
None	13.1	7.5	13.1	21.0	9.6	13.3	13.1
SAMPLE SIZE	214	265	320	272	187	173	1431

VARIABLE: CHPOLTCL

QUESTION: 63

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

How did you learn about the PACE Program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
College Schedule	24.8	32.5	11.4	35.5	17.3	29.7	24.7
PACE Publicity	24.8	11.8	31.6	22.8	22.0	17.1	22.3
Union Paper	5.6	3.0	4.1	1.1	5.8	4.6	3.8
Newspaper	1.9	0	10.5	7.2	3.1	8.6	5.5
Counselor	4.2	11.4	4.4	7.2	4.2	8.6	6.7
Friends	21.5	31.7	24.3	17.8	26.7	21.1	24.0
Coworker	17.3	9.6	13.7	8.3	20.9	10.3	13.0
SAMPLE SIZE	214	271	342	276	191	175	1469

VARIABLE: LEARN

QUESTION: 3

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

How much did time schedule of program activities influence your decision to enroll in PACE rather than in the traditional program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	85.3	84.5	82.7	87.1	89.0	89.1	85.8
Some	9.7	12.9	14.1	9.7	7.9	9.1	11.0
Little	4.1	1.8	1.2	1.4	2.1	.6	1.8
None	.9	.7	2.1	1.8	1.0	1.1	1.4
SAMPLE SIZE	217	271	341	278	191	175	1473

VARIABLE: SCHEDULE

QUESTION: 4

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

How much did courses offered in a convenient location influence your decision to enroll in PACE rather than in the traditional program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	59.9	64.6	71.9	63.7	76.2	74.0	68.0
Some	28.1	22.5	19.3	27.7	14.8	18.5	22.1
Little	8.3	8.1	5.3	5.0	6.3	5.2	6.3
None	3.7	4.8	3.5	3.6	2.6	2.3	3.6
SAMPLE SIZE	217	271	342	278	189	173	1470

VARIABLE: LOCATION

QUESTION: 5

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

How much did friend enrolled in program influence your decision to enroll in PACE rather than the traitional program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	12.7	11.9	10.4	7.9	12.6	6.3	10.3
Some	15.0	13.1	12.8	8.7	15.3	10.9	12.5
Little	18.3	17.9	11.6	11.9	18.9	10.9	14.7
None	54.0	57.1	65.3	71.5	53.2	71.8	62.5
SAMPLE SIZE	213	268	337	277	190	174	1459

VARIABLE: FRIENDS

QUESTION: 6

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

How much did course content suited interests influence your decision to enroll in PACE rather than the traditional program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	34.0	32.1	28.0	19.9	32.8	32.2	29.2
Some	45.6	42.5	40.1	41.9	41.3	43.7	42.3
Little	14.4	19.0	20.9	25.3	14.8	16.7	19.2
None	6.0	6.3	10.9	13.0	11.1	7.5	9.4
SAMPLE SIZE	215	268	339	277	189	174	1462

VARIABLE: COURSE

QUESTION: 7

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

How much did appeal of television component influence your decision to enroll in PACE rather than the traditional program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	5.5	11.1	6.8	2.2	9.5	6.3	6.8
Some	19.8	20.4	13.0	6.1	16.8	26.4	16.2
Little	31.3	27.0	26.3	15.9	22.1	27.0	24.8
None	43.4	41.5	53.9	75.9	51.6	40.2	52.2
SAMPLE SIZE	217	270	338	277	190	174	1466

VARIABLE: TV

QUESTION: 8

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

Prior to enrollment, were you given appropriate information to prepare you for the nature of the PACE Program and its demands?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	47.4	65.4	45.7	35.0	48.4	63.2	50.0
No	52.6	34.6	54.3	65.0	51.6	36.8	50.0
SAMPLE SIZE	213	269	341	274	190	174	1461

VARIABLE: PREPARE

QUESTION: 9

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Recruitment

Would you recommend the PACE Program to your friends?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	96.5	98.8	94.2	91.0	96.0	98.8	95.6
No	3.5	1.2	5.8	9.0	4.0	1.2	4.4
SAMPLE SIZE	200	247	292	267	177	168	1351

VARIABLE: RECOMMEND

QUESTION: 77

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Personal

What is your age?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
17-19	3.3	3.1	2.6	1.8	1.1	3.6	2.6
20-24	14.3	17.6	11.8	17.7	10.4	15.1	14.6
25-34	34.8	41.8	30.5	43.3	33.3	43.4	37.7
35+	47.6	37.5	55.1	37.2	55.2	38.0	45.2
SAMPLE SIZE	210	256	305	277	183	166	1397

VARIABLE: AGE

QUESTION: 72

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Personal

What is your sex?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Male	22.8	29.1	20.2	30.6	13.8	19.2	23.2
Female	77.2	70.9	79.8	69.4	86.2	80.8	76.8
SAMPLE SIZE	215	258	317	278	188	172	1428

VARIABLE: SEX

QUESTION: 71

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Personal

What is your ethnicity?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Asian	5.6	6.2	1.3	1.8	1.6	2.3	3.1
Black	13.6	25.7	15.8	4.4	74.6	53.2	27.4
Latino	54.7	15.2	21.9	8.7	4.2	7.6	19.0
White	22.9	48.2	55.5	82.2	12.7	32.2	45.9
Other	3.3	4.7	5.5	2.9	6.9	4.7	4.6
SAMPLE SIZE	214	257	310	275	189	171	1416

VARIABLE: ETHNIC

QUESTION: 73

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Personal

Which is the best description of the position in which you are employed?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Professional	18.8	20.1	20.4	21.0	23.3	16.1	20.1
Managerial	23.0	20.5	17.4	25.0	20.6	20.2	21.0
Clerical	38.0	28.0	37.8	25.7	32.8	37.5	33.0
Technical	9.4	13.1	11.9	11.8	10.1	14.9	11.8
Trades	4.2	8.6	4.3	7.0	4.2	5.4	5.7
Health Services	4.7	7.5	4.0	4.0	5.8	4.8	5.1
Self Employed	1.9	2.2	4.3	5.5	3.2	1.2	3.3
SAMPLE SIZE	213	268	328	272	189	168	1438

VARIABLE: POSITION

QUESTION: 22

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Personal

Are you affiliated with a union?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	35.5	25.0	32.2	12.0	37.6	23.6	27.2
No	64.5	75.0	67.8	88.0	62.4	76.4	72.8
SAMPLE SIZE	211	268	339	276	189	174	1457

VARIABLE: UNION

QUESTION: 23

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

How much schooling did you have prior to enrolling in PACE?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Less than 12 years	4.3	1.1	7.3	1.1	4.2	0	3.3
High School Diploma	29.0	25.4	28.9	25.5	21.1	17.8	25.3
Some College	66.7	73.5	63.7	73.4	74.7	82.2	71.4
SAMPLE SIZE	210	268	342	278	190	174	1462

VARIABLE: SCHOOL

QUESTION: 10

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

Have you ever enrolled in traditional college classes?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	77.8	79.9	72.8	83.5	75.9	82.3	78.4
No	22.2	20.1	27.2	16.5	24.1	17.7	21.6
SAMPLE SIZE	212	264	338	278	191	175	1458

VARIABLE: TRADENRL

QUESTION: 36

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

Did you attend the same college prior to enrolling in PACE?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	39.9	37.0	17.7	44.7	31.1	36.6	33.5
No	60.1	63.0	82.3	55.3	68.9	63.4	66.5
SAMPLE SIZE	213	265	339	273	190	175	1455

VARIABLE: SAMECOL

QUESTION: 12

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

Would you have enrolled in college if PACE were not offered?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Yes	66.4	64.4	56.6	68.3	56.5	74.3	63.8
No	33.6	35.6	43.4	31.7	43.5	25.7	36.2
SAMPLE SIZE	214	267	341	278	191	175	1466

VARIABLE: OFFERED

QUESTION: 14

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

Since you would have enrolled in college even if PACE were not offered, which college would you have enrolled in?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
College in which now enrolled	55.2	63.6	30.7	67.8	48.7	67.9	55.0
College in area where you live	28.8	17.7	41.7	18.6	28.6	13.9	25.4
Other	16.0	18.7	27.5	13.6	22.7	18.2	19.5
SAMPLE SIZE	163	198	218	199	119	137	1034

VARIABLE: WHICHCOL

QUESTION: 15

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

When did you first enroll in the PACE Program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Spring 1984	.5	2.7	1.5	0	0	.6	1.0
Fall 1984	0	3.9	2.2	1.2	.5	0	1.5
Spring 1985	1.5	10.8	.9	0	.5	.6	2.6
Fall 1985	2.0	19.8	17.2	.7	5.0	2.5	9.0
Spring 1986	6.5	13.6	14.2	4.5	8.9	6.2	9.5
Fall 1986	55.2	26.3	45.9	56.0	51.1	51.0	46.8
Spring 1987	34.3	22.9	18.2	37.7	33.9	39.1	29.6
SAMPLE SIZE	201	258	325	268	180	161	1393

VARIABLE: BEGNTERM

QUESTION: 1,2

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

What is your grade point average in the PACE Program?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
0 to 1.4	3.9	3.7	2.2	5.0	11.0	3.5	4.5
1.5 to 2.4	20.3	8.3	15.0	23.9	20.0	25.5	18.0
2.5 to 3.4	60.1	44.5	45.6	50.9	44.8	53.9	49.3
3.5 to 4.0	15.7	43.6	37.2	20.2	24.1	17.0	28.2
SAMPLE SIZE	153	218	274	218	145	141	1149

VARIABLE: GRADE

QUESTION: 67

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

What is the highest level of mathematics you completed in high school?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
8th Grade Mathematics	31.0	19.6	22.7	15.3	27.2	15.2	21.6
Algebra 1 year	45.7	42.3	48.3	46.9	40.8	47.4	45.4
Algebra 2 Years	21.9	34.6	26.5	33.1	28.3	34.5	29.8
Calculus	1.4	3.5	2.5	4.7	3.8	2.9	3.2
SAMPLE SIZE	210	260	317	275	184	171	1417

VARIABLE: MATHSCH

QUESTION: 65

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

What is the highest level of mathematics you completed in college?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Mathematics	56.1	53.4	51.4	42.5	59.5	55.8	53.1
Algebra 1 Semester	30.6	30.3	31.2	33.0	25.4	24.2	29.4
Algebra 2 Semesters	10.2	10.1	11.0	19.8	11.1	10.5	11.9
Calculus	3.1	6.2	6.4	4.7	4.0	9.5	5.7
SAMPLE SIZE	98	178	173	106	126	95	776

VARIABLE: MATHCOL

QUESTION: 66

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Enrollment

For which English class were you eligible when you entered PACE?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
English 21	18.8	7.5	13.4	8.6	36.4	8.9	14.1
English 28	16.3	26.2	24.7	47.4	25.2	43.3	31.1
English 1	65.0	66.3	61.8	44.0	38.4	47.8	54.8
SAMPLE SIZE	160	252	283	268	151	157	1271

VARIABLE: ENGLISH

QUESTION: 64

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

What is your marital status?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Single	32.6	33.1	23.5	33.5	27.1	39.3	30.9
Married	43.3	42.7	53.3	46.4	36.7	35.3	44.2
Separated Divorced Widowed	24.2	24.2	23.2	20.1	36.2	25.4	24.9
SAMPLE SIZE	215	260	315	278	188	173	1429

VARIABLE: MARITAL

QUESTION: 74

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

How many years of schooling were completed by your spouse?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Less Than High School	15.2	12.2	11.2	10.5	19.0	2.2	12.1
High School Graduate	27.5	21.1	26.6	22.8	23.4	25.6	24.4
Some College	23.2	32.8	31.3	25.7	27.0	30.0	28.7
AA Degree	11.6	13.3	9.4	10.5	5.8	8.9	10.1
BA Degree	12.3	9.4	12.4	12.9	15.3	16.7	12.8
Advanced Degree	10.1	11.1	9.0	17.5	9.5	16.7	11.9
SAMPLE SIZE	138	180	233	171	137	90	949

VARIABLE: SCHSPOUS

QUESTION: 70

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

How many dependent children do you have living at home?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
None	42.2	51.6	43.5	61.5	37.4	59.4	49.5
One	23.5	19.0	25.8	18.5	29.1	21.8	22.7
Two	20.6	20.6	21.4	12.7	21.4	12.4	18.3
Three	9.8	7.1	7.0	5.5	8.2	5.3	7.1
Four or More	3.9	1.6	2.3	1.8	3.8	1.2	2.4
SAMPLE SIZE	204	252	299	275	182	170	1382

VARIABLE: DEPNDENT

QUESTION: 75

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

Does enrollment in PACE create stress on your personal life?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
None	9.4	14.9	6.8	2.5	7.9	11.5	8.6
A Little	31.5	37.0	22.8	15.9	32.3	26.4	27.1
Some	41.3	36.6	32.5	30.7	36.5	42.0	35.9
Much	17.8	11.5	37.9	50.9	23.3	20.1	28.5
SAMPLE SIZE	213	262	311	277	189	174	1426

VARIABLE: STRESS

QUESTION: 68

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

To what extent do the benefits of PACE outweigh the stresses?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Not at all	8.9	16.8	9.9	12.4	10.3	13.4	11.8
They are Equal	28.2	22.9	21.1	21.9	18.7	19.4	22.2
A Little	26.6	23.7	32.2	23.1	25.2	28.4	26.5
Moderately	36.3	36.6	36.8	42.6	45.8	38.8	39.4
SAMPLE SIZE	124	131	171	169	107	67	769

VARIABLE: BENEFITS

QUESTION: 69

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

How many hours per week do you spend on PACE homework?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
None	3.3	4.9	2.7	.7	2.6	1.1	2.6
1 to 2 hrs	8.9	4.9	5.0	3.2	4.8	3.4	5.0
3 to 4 hrs	24.4	16.5	18.1	9.0	13.2	14.3	15.9
5 to 6 hrs	21.1	26.7	18.1	18.0	18.5	16.6	20.0
7 to 8 hrs	16.9	21.4	19.9	15.1	19.0	22.3	19.0
9 to 10 hrs	13.6	13.2	15.1	19.1	17.5	13.1	15.4
11+ hrs	11.8	12.4	21.1	34.9	24.3	29.1	22.2
SAMPLE SIZE	213	266	337	278	189	175	1458

VARIABLE: HOMEWORK

QUESTION: 53

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

How many hour per week are you employed for pay?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
None	1.9	3.3	3.8	2.9	4.2	4.0	3.3
1 to 10	2.3	.4	2.0	.7	2.1	2.3	1.6
11 to 20	1.4	.7	4.7	1.1	2.1	1.1	2.0
21 to 30	2.8	3.7	9.4	3.2	5.2	6.3	5.3
31 to 40	30.1	30.5	31.6	19.8	40.3	30.9	30.0
40+	61.6	61.4	48.5	72.3	46.1	55.4	57.8
SAMPLE SIZE	216	272	342	278	191	175	1474

VARIABLE: NWORKHRS

QUESTION: 21

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Student Characteristics--Conditions

In which College District do you reside?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
LACCD	66.1	65.6	84.5	77.5	66.5	78.5	74.1
Not in LACCD	33.9	34.3	15.5	22.5	33.5	21.5	25.9
SAMPLE SIZE	192	256	328	271	188	172	1407

VARIABLE: RESIDE

QUESTION: 13

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How does PACE compare to the traditional college program you were previously enrolled in in regard to: Courses?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Better	44.4	37.4	35.1	31.6	47.2	51.0	39.8
Same	51.7	54.1	54.3	62.4	42.8	45.7	52.9
Worse	3.9	8.6	10.5	5.9	10.1	3.3	7.4
SAMPLE SIZE	180	222	276	237	159	151	1225

VARIABLE: CTCOURSE

QUESTION: 37

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How well do you think the coursework is preparing you for transfer?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Very Well	39.9	48.5	41.0	45.5	53.3	56.2	46.5
Adequate	56.3	48.5	51.1	49.3	44.0	41.4	48.9
Inadequate	3.8	3.1	7.9	5.2	2.7	2.4	4.6
SAMPLE SIZE	208	260	315	268	184	169	1404

VARIABLE: TPCRSWRK

QUESTION: 56

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much do the interdisciplinary courses contribute to your learning?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	47.2	44.2	39.2	43.2	50.5	51.1	45.0
Some	44.9	43.4	41.6	39.2	35.8	35.6	40.5
Little	6.0	9.4	14.7	12.9	6.3	10.3	10.5
None	1.9	3.0	4.5	4.7	7.4	2.9	4.0
SAMPLE SIZE	216	267	334	278	190	174	1459

VARIABLE: CINTERDS

QUESTION: 24

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How would you grade the quality of the interdisciplinary courses?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"A"	46.5	44.8	37.0	37.7	48.7	49.1	43.0
"B"	43.2	42.5	47.0	42.9	38.1	38.6	42.6
"C"	9.4	11.6	15.4	17.9	11.1	11.1	13.2
"D"	.9	.8	.6	1.1	2.1	1.2	1.1
"F"	0	.4	0	.4	0	0	.1
SAMPLE SIZE	213	259	319	268	189	171	1419

VARIABLE: QINTERDS

QUESTION: 30

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Appreciation of Literature?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	55.7	58.5	57.4	36.4	49.7	60.0	52.7
Some	30.2	35.1	30.0	43.3	37.6	32.6	34.8
Little	12.3	6.0	8.5	14.5	11.1	4.0	9.5
None	1.9	.4	4.1	5.8	1.6	3.4	3.0
SAMPLE SIZE	212	265	340	275	189	175	1456

VARIABLE: ILITAPPR

QUESTION: 45

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Understanding of the world?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	54.9	62.0	57.6	44.2	63.0	62.3	56.8
Some	37.1	30.8	32.1	43.5	30.2	30.3	34.3
Little	7.5	6.0	7.6	9.4	5.8	5.1	7.1
None	.5	1.1	2.6	2.9	1.1	2.3	1.9
SAMPLE SIZE	213	266	340	276	189	175	1459

VARIABLE: IWORLDUN

QUESTION: 46

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Interest in local and world affairs?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	34.9	48.9	38.6	32.6	51.3	42.9	41.0
Some	46.2	39.8	41.3	38.0	39.7	39.4	40.7
Little	16.5	10.2	16.2	23.2	7.4	14.9	15.2
None	2.4	1.1	3.8	6.2	1.6	2.9	3.2
SAMPLE SIZE	212	266	339	276	189	175	1457

VARIABLE: IWORLDIN

QUESTION: 47

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your Understanding of other peoples and cultures?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	70.4	67.5	61.5	53.1	70.5	66.9	64.1
Some	25.8	26.8	30.5	39.0	23.7	29.1	29.7
Little	3.8	5.3	6.5	7.2	5.3	2.9	5.4
None	0	.4	1.5	.7	.5	1.1	.8
SAMPLE SIZE	213	265	338	277	190	175	1458

VARIABLE: ICULTRUN

QUESTION: 48

Responses are given in percentage of sample size for each college and for the district.

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TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Awareness of political forces and influences?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	35.2	53.0	41.8	37.0	54.7	50.3	44.7
Some	43.7	34.1	37.9	37.7	35.3	34.3	37.2
Little	19.2	11.4	15.9	19.9	8.4	13.1	15.0
None	1.9	1.5	4.4	5.4	1.6	2.3	3.1
SAMPLE SIZE	213	264	340	276	190	175	1458

VARIABLE: IPOLAWAR

QUESTION: 49

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Understanding of the arts?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	53.3	61.4	49.6	41.9	52.9	65.7	53.2
Some	32.5	26.1	36.6	39.7	32.3	24.6	32.7
Little	11.3	9.5	11.5	14.8	11.1	8.0	11.3
None	2.8	3.0	2.4	3.6	3.7	1.7	2.9
SAMPLE SIZE	212	264	339	277	189	175	1456

VARIABLE: IARTSUN

QUESTION: 51

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Interest in further studies?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	62.0	72.0	70.1	61.3	67.9	74.9	67.9
Some	28.6	23.5	22.3	29.2	23.2	18.3	24.4
Little	8.0	3.8	6.7	8.4	7.9	6.3	6.8
None	1.4	.8	.9	1.1	1.1	.6	1.0
SAMPLE SIZE	213	264	341	274	190	175	1457

VARIABLE: IMOREINT

QUESTION: 50

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--General Courses

How much is participation in PACE helping you to improve your:
Self-esteem?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	58.3	62.0	64.3	43.1	64.2	67.4	59.3
Some	32.2	29.7	26.0	36.2	27.8	23.4	29.4
Little	8.1	6.8	7.4	13.4	5.9	6.3	8.2
None	1.4	1.5	2.4	7.2	2.1	2.9	3.1
SAMPLE SIZE	211	263	339	276	187	175	1451

VARIABLE: ISLFESTM

QUESTION: 52

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How much do the writing assignments contribute to your learning?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	54.2	53.4	51.3	55.8	45.0	64.0	53.7
Some	33.0	38.1	36.7	34.4	40.3	26.9	35.3
Little	11.8	7.5	9.1	9.1	12.6	8.0	9.5
None	.9	1.1	2.9	.7	2.1	1.1	1.6
SAMPLE SIZE	212	268	341	276	191	175	1463

VARIABLE: CWRITASG

QUESTION: 26

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How would you grade the quality of the preparation for writing assignments?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"A"	34.7	40.2	30.0	28.9	28.2	41.8	33.5
"B"	45.5	42.0	41.2	32.6	38.8	40.6	40.0
"C"	15.5	13.6	24.0	31.9	26.1	13.5	21.4
"D"	4.2	3.8	4.2	6.6	6.9	4.1	4.9
"F"	0	.4	.6	0	0	0	.2
SAMPLE SIZE	213	264	337	273	188	170	1445

VARIABLE: QWRITASG

QUESTION: 32

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How does PACE compare to the traditional college program you were previously enrolled in in regard to: Writing Assignments?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Better	26.4	32.1	26.4	29.4	28.9	34.4	29.3
Same	69.7	61.9	55.7	46.2	51.6	57.0	56.6
Worse	3.9	6.0	17.9	24.3	19.5	8.6	14.1
SAMPLE SIZE	178	218	273	238	159	151	1217

VARIABLE: CIWRITAS

QUESTION: 41

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How much is participation in PACE helping you to improve your:
Ability to write well?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	39.0	56.6	50.1	50.7	37.4	54.3	48.7
Some	38.6	32.5	34.5	37.7	40.0	32.6	35.8
Little	17.6	5.7	12.7	9.1	16.8	8.6	11.5
None	4.8	5.3	2.7	2.5	5.8	4.6	4.1
SAMPLE SIZE	210	265	339	276	190	175	1455

VARIABLE: IWRITING

QUESTION: 43

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How well do you think the writing assignments are preparing you for transfer?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Very Well	39.3	51.7	38.7	54.8	46.7	57.7	47.6
Adequate	53.6	41.3	47.6	37.4	47.3	36.9	44.1
Inadequate	7.1	7.0	13.6	7.8	6.0	5.4	8.3
SAMPLE SIZE	211	259	315	270	184	168	1407

VARIABLE: TPWRITAS

QUESTION: 58

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How much do the reading materials contribute to your learning?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	70.3	71.3	68.0	74.5	61.8	73.1	70.0
Some	27.8	25.4	27.6	24.5	33.5	25.7	27.2
Little	.9	3.4	3.8	1.1	4.2	1.1	2.5
None	.9	0	.6	0	.5	0	.3
SAMPLE SIZE	212	268	341	278	191	175	1465

VARIABLE: CREADING

QUESTION: 25

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How does PACE compare to the traditional college program you were previously enrolled in in regard to: Reading Assignments?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Better	31.1	34.4	26.5	22.6	35.8	34.4	30.0
Same	63.8	60.6	54.8	60.4	44.0	52.3	56.5
Worse	5.1	5.0	18.8	17.0	20.1	13.2	13.5
SAMPLE SIZE	177	221	272	235	159	151	1215

VARIABLE: CTREADAS

QUESTION: 40

Responses are given in percentage of sample size for each college and for the district.

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TOPIC: Program Evaluation--Writing and Reading

How much is participation in PACE helping you to improve your:
Reading comprehension?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	39.6	53.6	41.6	33.5	42.1	48.6	42.9
Some	43.9	38.9	41.9	45.8	42.1	40.6	42.2
Little	11.3	6.4	13.9	16.7	11.1	8.6	11.7
None	5.2	1.1	2.7	4.0	4.7	2.3	3.2
SAMPLE SIZE	212	265	339	275	190	175	1456

VARIABLE: IREADING

QUESTION: 44

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Writing and Reading

How well do you think the reading assignments are preparing you for transfer?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Very Well	45.0	54.6	42.4	43.1	58.2	60.4	49.4
Adequate	52.2	43.5	51.9	53.5	39.7	37.9	47.4
Inadequate	2.9	1.9	5.7	3.3	2.2	1.8	3.2
SAMPLE SIZE	209	262	314	269	184	169	1407

VARIABLE: TPREADAS

QUESTION: 57

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How much do the PACE televised materials contribute to your learning?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	12.7	14.1	12.1	1.8	13.6	13.1	10.9
Some	28.8	36.8	22.4	9.0	37.7	42.9	27.9
Little	34.4	27.1	37.1	27.1	27.2	32.6	31.1
None	24.1	21.9	28.5	62.1	21.5	11.4	30.1
SAMPLE SIZE	212	269	340	277	191	175	1464

VARIABLE: CTV

QUESTION: 27

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How would you grade the quality of the PACE televised materials?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"A"	12.0	13.3	11.5	2.5	11.2	12.1	11.0
"B"	29.9	31.1	21.9	13.3	28.2	27.4	25.8
"C"	29.9	33.3	35.9	25.0	38.2	43.3	34.6
"D"	28.3	20.9	30.0	56.7	21.8	17.2	27.7
"F"	0	1.3	.7	2.5	.6	0	.8
SAMPLE SIZE	184	225	270	120	170	157	1126

VARIABLE: QTV

QUESTION: 33

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How much do the weekend conferences contribute to your learning?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	40.8	27.8	22.9	21.3	45.0	36.6	30.6
Some	43.1	51.9	44.4	43.7	40.8	44.0	44.9
Little	11.8	16.3	23.8	23.5	9.9	16.6	18.0
None	4.3	4.1	8.8	11.6	4.2	2.9	6.5
SAMPLE SIZE	211	270	340	277	191	175	1464

VARIABLE: CCONFERC

QUESTION: 28

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How would you grade the quality of the weekend conferences?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"A"	31.3	31.3	23.9	23.9	43.3	32.6	29.9
"B"	41.2	44.7	37.6	38.3	36.4	43.0	40.1
"C"	19.9	19.8	28.7	28.4	15.5	18.0	22.7
"D"	6.6	3.8	9.2	8.3	4.3	5.8	6.6
"F"	.9	.4	.6	1.1	.5	.6	.7
SAMPLE SIZE	211	262	327	264	187	172	1423

VARIABLE: QCONFERC

QUESTION: 34

Responses are given in percentage of sample size for each college and for the district.

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TOPIC: Program Evaluation--Modes of Instruction

How much does working cooperatively with classmates contribute to your learning?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Much	41.7	28.9	32.8	29.6	35.6	29.1	32.7
Some	41.7	39.3	32.6	36.8	37.7	43.4	37.9
Little	13.0	22.6	19.4	21.7	20.9	20.6	19.8
None	3.7	9.3	15.2	12.0	5.8	6.9	9.6
SAMPLE SIZE	216	270	341	277	191	175	1470

VARIABLE: CCOOPWRK

QUESTION: 29

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How does PACE compare to the traditional college program you were previously enrolled in in regard to: Working cooperatively with classmates?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Better	48.3	36.7	34.2	44.5	47.5	42.7	41.5
Same	47.7	56.0	49.1	45.4	44.9	46.0	48.5
Worse	4.0	7.4	16.7	10.1	7.6	11.4	10.0
SAMPLE SIZE	176	218	269	238	158	150	1209

VARIABLE: CTCOOPWK

QUESTION: 42

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How would you grade the quality of the instruction (in-class presentations)?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"A"	61.5	59.0	46.7	42.0	58.9	62.9	53.8
"B"	33.3	35.4	44.1	42.8	33.2	29.7	37.5
"C"	3.3	4.9	8.6	12.3	7.9	7.4	7.6
"D"	1.9	.4	.6	2.9	0	0	1.0
"F"	0	.4	0	0	0	0	.1
SAMPLE SIZE	213	268	338	276	190	175	1460

VARIABLE: QINSTRTN

QUESTION: 31

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How does PACE compare to the traditional college program you were previously enrolled in in regard to: Teaching methods?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Better	38.3	39.2	33.2	27.4	52.2	47.7	38.2
Same	55.0	53.6	55.1	59.9	41.5	43.7	52.6
Worse	6.7	7.2	11.6	12.7	6.3	8.6	9.2
SAMPLE SIZE	180	222	274	237	159	151	1223

VARIABLE: CTMETHOD

QUESTION: 38

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How does PACE compare to the traditional college program you were previously enrolled in in regard to: Instructional materials?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Better	28.7	28.8	20.8	19.0	37.1	31.8	26.5
Same	68.5	65.3	68.2	68.8	56.6	61.6	65.5
Worse	2.8	5.9	11.0	12.2	6.3	6.6	8.0
SAMPLE SIZE	178	222	274	237	159	151	1221

VARIABLE: CTINSTMT

QUESTION: 39

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How would you grade the quality of the size of classes?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
"A"	35.7	30.2	29.4	27.0	45.1	29.7	32.1
"B"	44.3	46.6	33.1	39.5	36.4	48.8	40.8
"C"	15.7	17.6	29.8	26.2	13.0	16.9	21.0
"D"	2.9	5.3	6.7	7.2	4.9	4.7	5.5
"F"	1.4	.4	.9	0	.5	0	.6
SAMPLE SIZE	210	262	326	263	184	172	1417

VARIABLE: QCLASIZE

QUESTION: 35

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

For you, what is the optimum number of students in PACE courses?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Under 30	29.9	10.8	32.8	24.6	23.7	29.3	25.1
30-45	36.3	25.7	42.8	43.0	31.6	44.5	37.5
46-60	17.4	22.9	16.2	23.2	14.7	17.7	19.0
More than 61	16.4	40.6	8.3	9.2	29.9	8.5	18.5
SAMPLE SIZE	201	249	290	272	177	164	1353

VARIABLE: OPTIMUM

QUESTION: 76

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Modes of Instruction

How well do you think the counseling is preparing you for transfer?

	EAST	HARBOR	MISSION	PIERCE	SOUTH	WEST	DISTRICT
Very Well	13.4	25.8	16.2	30.8	25.8	35.8	23.9
Adequate	38.8	43.5	44.8	46.2	46.7	47.9	44.5
Inadequate	47.8	30.8	38.9	23.1	27.5	16.4	31.6
SAMPLE SIZE	209	260	308	260	182	165	1384

VARIABLE: TPCOUNSL

QUESTION: 59

Responses are given in percentage of sample size for each college and for the district.

TOPIC: Program Evaluation--Recommendations

What recommendations would you make to improve the program?

Out of the 1,476 who completed the survey, 687 made comments and/or recommendations. This represents 46.3% of the students surveyed, and 28.0% of the students enrolled in the PACE program. The number in front of the comment represents the number of students and the percentage of those who completed the survey who made some mention regarding the particular topic. In as much as students noted various items the total number of comments will be a great deal more than the 687 surveyed.

313 (45.6%) - Improve the TV shows/TV shows bad

193 (28.1%) - Negative comment regarding Saturday conferences

99 (14.4% - Great concept/don't change a thing

94 (13.7%) - Too much work/homework/too many papers

69 (10.0%) - Change time of TV programs/make TV more available

68 (9.9%) - Better counseling

67 (9.8%) - Better explanation of the work by teachers/better contact of the teachers with the students

58 (8.4%) - Organization of the program overall bad/badly prepared program overall

58 (8.4%) - Need better orientation/better explanation of prerequisites/better preparation of students to enter and/or an entrance exam

57 (8.3%) - Better teachers/lectures/organization by teachers

37 (5.4%) - Study time/library time should be included in class hours

32 (4.5%) - Too many students/decrease numbers per section

30 (4.4%) - Need study skills/tutoring/basic skills

30 (4.4%) - Program to fast/move at slower speed

30 (4.4%) - Meet two nights per week

27 (3.9%) - Too broad of a curriculum/more class choices

TOPIC: Program Evaluation--Recommendations Current Students (continued)

20	(3.0%) -	Need good outside speakers
19	(2.8%) -	Better concept by staff of the ability of PACE students
13	(1.9%) -	Child care on Saturday
13	(1.9%) -	More student participation in class and program development
13	(1.9%) -	Book exchanage/bookstore more readily available and open
12	(1.8%) -	More extra credit/makeup
10	(1.5%) -	Summer PACE classes
8	(1.2%) -	More multicultural curriculum
8	(1.2%) -	Move at a faster speed/allow less "dumb" questions
7	(1.0%) -	Grade easier
3	(.4%) -	Relate program to industry/jobs
3	(.4%) -	Units for "prelife" work

TOPIC: Student Aspirations

How important were each of the following educational goals?

	IMPORTANCE			
	HIGH	MEDIUM	LOW	NONE
To earn an Associate degree[1]	85.7	9.5	2.4	2.4
To gain a general education[2]	76.2	21.4	2.4	0
To improve job prospects[3]	52.4	28.6	9.5	9.5
To qualify for a better position[4]	33.3	66.7	0	0
To prepare for transfer to univ[5]	83.3	11.9	0	4.8

If you transferred, in which University did you enroll?[7]
CSUDH 46.2 CSULB 3.8 CSULA 3.8 OTHER 46.2

To what extent did participation in PACE change your:

	CHANGE			
	MUCH	SOME	LITTLE	NONE
Educational goals?[8]	42.5	25.0	20.0	12.5
Career goals?[9]	19.5	34.1	22.0	24.4
Aspirations for your children?[10]	7.3	31.7	58.5	2.4
Political knowledge/beliefs?[11]	22.0	41.5	29.3	7.3

Which of the following goals did you accomplish?
Earned an Associate degree 83.3
Gained a general education 95.2

What is your upper division grade point average?
1.5 to 2.4 4.9 2.5 to 3.4 22.0 3.5 to 4.0 73.1

The above data is calculated as a percentage of the responses from a survey size of 42. The questions have been organized in the same order as in the tabulation of the data for Current Students. The number in brackets, [], following the question in the PACE Evaluation of Former Students is the equivalent PE-NUMBER for the question on the PACE Evaluation of Current Students. Questions with very low responses have been excluded, as well as those with results that are obviously in error.

TOPIC: Student Recruitment

How did you learn about the PACE Program?[12]

College Schedule	14.6	Counselor	7.3
PACE Publicity	2.4	Friend	31.7
Union Paper	14.6	Coworker	17.1
Newspaper	4.9	Other	7.3

How much did each of the following influence your decision to enroll in PACE rather than the traditional program?

	INFLUENCE			
	MUCH	SOME	LITTLE	NONE
Time schedule of activities[13]	92.9	7.1	0	0
Offerred in convenient location[14]	81.0	9.5	7.1	2.4
Friends enrolled in program[15]	16.7	16.7	19.0	47.6
Course content suited intersts[16]	38.1	42.9	14.3	4.8
Appeal of television component[17]	4.8	11.9	33.3	50.0

The above data is calculated as a percentage of the responses from a survey size of 42. The questions have been organized in the same order as in the tabulation of the data for Current Students. The number in brackets, [], following the question in the PACE Evaluation of Former Students is the equivalent PE-NUMBER for the question on the PACE Evaluation of Current Students. Questions with very low responses have been excluded, as well as those with results that are obviously in error.

TOPIC: Student Characteristics--Personal

What is your age?[20]

17-19 yrs	43.9	35-54 yrs	12.2
20-24 yrs	4.9	55+ yrs	4.9
25-34 yrs	34.1		

What is your sex?[21]

Male	28.0	Female	72.0

What is your ethnicity?[22]

American Indian	17.1	Filipino	12.2
Asian	26.8	White	4.9
Black	36.6	Other	2.4

What is the best description of the position in which you were employed?[23]

Professional	16.7	Trades	2.4
Manageraial	16.7	Health Service	11.9
Clerical	40.5	Self-employed	2.4
Technical	9.5		

Are you affiliated with a union?[24]

Yes	36.6	No	63.4

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TOPIC: Student Characteristics--Enrollment

How much schooling did you complete prior to enrolling in PACE?[25]

High School Diploma	21.4	Some College	78.6

Have you ever enrolled in traditional college classes?[26]

Yes	88.1	No	11.9

Did you attend the same college prior to enrolling in PACE?[27]

Yes	31.0	No	69.0

Would you have enrolled in college if PACE were not offered?[28]

Yes	52.4	No	47.6

Mark a "yes" for each semester you were enrolled in PACE.[30]

1981	2.6	1984	95.1
1982	17.9	1985	77.5
1983	41.0	1986	52.5

What was your grade point average in the Harbor College PACE Program?[31]

0 to 1.4	16.7	2.5 to 3.4	4.8
1.5 to 2.4	73.8	3.5 to 4.0	4.8

Check the highest level of mathematics completed in college.[33]

Mathematics	10.0	Algebra (2 sem)	15.0
Algebra (1 sem)	25.0	Calculus	50.0

For which English class were you eligible when you entered PACE?[34]

English 28	9.8	Other	51.2
English 1	39.0		

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TOPIC: Student Characteristics--Conditions

What is your marital status?[35]

Single	5.9	Married	5.9	Other	88.2

How many years of schooling were completed by your spouse?[36]

High school graduate	44.7	Associate degree	10.5
Some college	7.9	Baccalaureate degree	36.8

How many dependent children do you have living at home?[37]

None	90.2	Two	2.4	Four	2.4
One	4.9	Three	0		

How many hours per week did you spend on PACE homework?[40]

1-2	11.9	7-8	19.0
3-4	14.3	9-10	14.3
5-6	21.4	11+	19.0

How many hours per week were you employed for pay while enrolled in PACE?[41]

0-10 hrs.	4.8	31-40 hrs.	71.4	Over 40 hrs.	23.8

In which college district do you reside?[42]

LACCD	69.4	Other	30.6

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LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
FORMER STUDENTS

TOPIC: Program Evaluation--General Courses

How do the PACE courses compare to those of a traditional program?[43]
Better 50.0 Same 44.7 Worse 5.3

How well did the coursework prepare you for transfer?[44]
Very Well 48.0 Adequate 28.0 Inadequate 24.0

How much did the interdisciplinary courses contribute to your learning?[45]
Much 69.0 Some 28.6 None 2.4

How would you grade the quality of the PACE interdisciplinary courses?[46]
A 61.9 B 26.2 C 11.9

How much did participation in PACE help improve your:

	IMPROVEMENT			
	MUCH	SOME	LITTLE	NONE
Appreciation of literature[47]	64.3	31.0	4.8	0
Understanding of the world[48]	59.5	35.7	4.8	0
Interest in local and world affairs[49]	47.6	45.2	7.1	0
Understanding other people/culture[50]	61.9	33.3	4.8	0
Awareness political forces/influences[51]	50.0	42.9	7.1	0
Understanding of the arts[52]	69.0	31.0	0	0
Interest in further studeis[53]	73.8	16.7	9.5	0
Self-esteem[54]	71.4	21.4	4.8	2.4

How many of your PACE units were acceptable by your transfer university?

Under 20	11.1	40-49	11.1
20-29	7.4	50-50	14.8
30-39	3.7	60	51.9

Did you pass the upper-division placement test for mathematics?
Yes 69.2 No. 30.8

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TOPIC: Program Evaluation--Writing and Reading

How much did the writing assignments contribute to your learning?[55]
Much 78.6 Some 14.3 Little 7.1

How would you grade the quality of the writing in the PACE program?[56]
A 45.2 B 45.2 C 9.5

How does the PACE writing assignments compare to those of a traditional program?[57]
Better 48.6 Same 43.2 Worse 8.1

How much did participation in PACE improve your ability to write well?[58]
Much 52.4 Some 35.7 Little 11.9

How well did the writing assignments prepare you for transfer?[59]
Very well 42.5 Adequate 40.0 Inadequate 17.5

How much did the reading assignments contribute to your learning?[60]
Much 64.3 Some 33.3 Little 2.4

How does the PACE reading assignments compare to those of a traditional program?[61]
Better 40.5 Same 54.1 Worse 5.4

How much did PACE participation improve your reading comprehension?[62]
Much 50.0 Some 35.7 Little 11.9 None 2.4

How well did the reading assignments prepare you for transfer?[63]
Very well 60.0 Adequate 32.5 Inadequate 7.5

Did you pass the upper-division placement tests for English?
Yes 85.2 No. 14.8

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LOS ANGELES COMMUNITY COLLEGES
PACE EVALUATION SPRING 1987
FORMER STUDENTS

PE-84

TOPIC: Program Evaluation--Modes of Instruction

How much did the PACE televised materials contribute to learning?[64]
Much 9.5 Some 19.0 Little 42.9 None 28.6

How would you grade the quality of the PACE televised materials?[65]
A 9.4 B 21.9 C 28.1 D 40.6

How much did the weekend conferences contribute to your learning?[66]
Much 57.1 Some26.2 Little 14.3 None 2.4

How would you grade the quality of the weekend conferences?[67]
A 47.6 B 26.2 C 21.4 D 2.4 F 2.4

How much did working cooperatively with your classmates contribute to your learning?[68]
Much 40.5 Some 42.9 Little 14.3 None 2.4

How does working cooperativley with classmates in PACE compare to a traditional program?[69]
Better 56.8 Same 35.1 Worse 8.1

How would you grade the quality of PACE instruction (in-class)?[70]
A 64.3 B 28.6 C 7.1

How do the teaching methods of PACE compare to traditional program?[71]
Better 52.8 Same 38.9 Worse 8.3

How do the instructional materials in PACE compare to traditional program?[72]
Better 27.0 Same 59.5 Wrose 13.5

How would you grade the quality of the size of classes in PACE?[73]
A 4.8 B 38.1 C 31.0 D 9.5 F 16.7

What is the optimum size for PACE courses?[74]
Under 30 63.2 30-45 26.3 46-60 2.6 61-75 7.9

How well did the couseling prepare you for transfer?[75]
Very well 40.5 Adequte 37.8 Inadequate 21.6

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TOPIC: Program Evaluation--Recommendations

Out of the 42 who completed the survey, 32 made comments and/or recommendations. This represents 76.2% of the former students surveyed. The number in front of the comment represents the number of students and the percentage of those who completed the survey who made some mention regarding the particular topic. In as much as students noted various items the total number of comments will be greater than the 32 surveyed.

11 (34.4%) - The greatest thing going/excellent

11 (34.4%) - Update the TV programs/poor/boring

9 (28.1%) - Classes too large/need smaller classes

6 (18.8%) - More reading/writing so better prepared for transfer

5 (15.6%) - Improve weekend conferences

5 (15.6%) - Program poorly organzied

4 (12.5%) - More course work like at a University

4 (12.5%) - Broader curriculum/more choice in classes

4 (12.5%) - Teachers better understanding of the PACE students needs

3 (9.4%) - Upper-division PACE program should be offered at the Community College site

3 (9.4%) - Better counseling for the UC/CSU bound student

2 (6.3%) - More regular full-time Community College teachers

2 (6.3%) - Coordination or the curriculum with CSULB/CSULA/CSUDH

2 (6.3%) - Run progream two nights per week

1 (3.1%) - Program too fast/can't absorb the material

TOPIC: Faculty Profile

For which College did you teach PACE?

East	8.2	Harbor	34.7	Mission	26.5
Pierce	14.3	Southwest	8.2	West	8.2

Were you hired specifically to teach in PACE?

Yes	53.2	No	46.8

What type of assignment do you have?

Full-time tenured	49.0	Full-time temporary	42.9
Part-time temporary	8.2		

What classes did you teach in PACE?

English/Speech	24.0	History/Political Science	24.0
Humanities/Music	16.0	Behavioral Sciences	14.0
Physical Science	6.0	Economics	6.0
Philosophy	4.0	Life Science/Geography	4.0
Health	2.0		

Did you teach the same course in PACE as in the regular program?

Yes	76.0	No	24.0

How many team-taught courses did you teach prior to PACE?

None	46.0	One	20.0	Two	12.0	Three or more	22.0

How many interdisciplinary courses did you teach prior to PACE?

None	46.0	One	8.0	Two	22.0	Three or more	24.0

Why did you chose to teach in the PACE program?

Change	16.7	Needed job	16.7
Opportunity	12.5	New Program	8.3
Teach mature adults	10.4	Core experience	14.6
Student Motivation	6.3	Challenge	14.6

How much orientation did you receive to teach in PACE?

None	12.5	1-5 hours	60.5
One day	18.8	More than one day	8.3

Were you prepared adequately for the demands of the program and students?

Yes	63.3	No	33.7

How much time is required to prepare adequately for conferences?

0-3 hrs.	32.0	4-10 hrs.	44.0	11-32 hrs.	14.0

Would you accept a position as a full-time PACE instructor with an assignment that rotated through the colleges?

Yes	64.4	No	35.6

The above data is calculated as a percentage of the responses from a survey size of 49. The questions have been organized in an order based on topic similarity.

TOPIC: Faculty Analysis of PACE Courses/Program/Students

How much of the regular course was incorporated into the PACE courses?

Not enough	20.0	Sufficient amount	44.4
All relevant objectives	35.6		

How does the amount of work required of PACE students compare to that required in regular courses?

Reading - More	18.0	Same	40.0	Less	42.0
Writing - More	27.7	Same	42.6	Less	29.8

Was the time spent on conferences worthwhile?

For students - Yes	88.6	No	11.4
For faculty - Yes	86.0	No	14.0

Does the PACE approach and curriculum satisfy the learning requirements for an introductory transfer courssse in your discipline?

Yes	74.5	No	25.5

What overall rating would you give PACE?

Poor	8.2	Good	71.4	Excellent	20.4

To what extent do PACE students differ from students in regular classes?

	More	Same	Less
Interest in learning	81.6	16.3	2.0
Completion of assignments	53.1	46.9	0
Class participation	63.3	28.6	8.2
Capacity to understand curriculum	46.9	36.7	16.3
General maturity	85.7	10.2	4.1
External stress affecting coursework	74.5	23.4	2.1
Commitment to educational goals	72.3	23.4	4.2

The above data is calculated as a percentage of the responses from a survey size of 49. The questions have been reorganized in an order based on topic similarity.

TOPIC: Program Purpose

Why did the college decide to implement the PACE program?
The program was offered as a means to boost the declining enrollment seen at some of the colleges. It was also seen as a mechanism of presenting quality education to the working adult population, and as a means of delivering a core transfer curriculum to a new population.

Who (positions) was involved in making the decision to offer PACE?
At the various schools the impetus varied from a directive on the part of the Chancellor, President, or Vice-President of Academic Affairs, to a consultation process with the councils of instruction.

What factors were considered in making the decision to offer PACE?
Staffing, counseling, curriculum, costs, relationship of PACE to the college as a whole, needs of the community, academic quality, and size of enrollment were all topics which the colleges considered before starting the program.

Was an analysis made of enrollment needs and consequences of offering PACE?
The pilot program at Harbor College had shown that the program was viable and it was generally felt that a PACE program at other colleges would attract new students to the district. There was some discussion regarding the possible infringement of PACE on the regular college program. Were these really new students or were they old students going into a new program?

Where program goals and objectives were determined for PACE?
The objective of the program was to offer a basic transfer program, but beyond that concept no real conceptual framework was developed other than to follow the PACE model.

What type of implementation was used in PACE for the programmatic emphasis on the adult worker as a special type of student with learning interests and capacities which differ from those of the traditional students in the regular program?
Flexibility in the mode of presentation, counseling, remedial classes, writing across the curriculum, readers, and use of the media center were all cited as mechanisms to address the needs of the students. It was emphasized that the PACE model itself addresses many of the special interests and capacities of these adults.

What role has the District played in the implementation of the PACE program?
Minimal except for the approval of waivers and some advertising. Depending on the college varying amounts of funding were allocated for the implementation of the program.

What responsibilities should the District assume to fulfill its role?
The coordination of the video portion of PACE, the development of a pool of District wide PACE faculty, and the allocation of funding were the only functions the colleges desired the District to assume.

TOPIC: Program Administration

What policies were established to guide PACE implementation and operation?

Very few policies were established at the beginning of the program. The only process of implementation was from the PACE director and faculty.

What is the role of the PACE Advisory Committee?

The advisory committee helped in curriculum development, and gave feedback into the general organization and quality of the program. The actual role of the committee was very minor.

How are faculty involved in program planning?

Classes can not be offered in the PACE program without the approval of the appropriate curriculum committees at the campus and District level. Weekly PACE faculty meetings are conducted to plan the curriculum of the program on an ongoing basis.

Who (position) has direct administrative responsibility for PACE?

The PACE Director, Dean, and Vice-President of Academic Affairs have direct responsibility for the PACE Program depending on the campus.

How much release time is allocated for program management?

Depending on the campus the amount of release time allocated to the Director varied from .3 to 1.0 FTE (average of 5.8). Most felt that the time was adequate to do the job required, but full release time would allow for much better coordination of the program.

What administrative support is provided?

The only campus administrative support noted was that given by the Deans of Instruction.

What additional support is required by the campus and District?

Clerical and student worker positions are needed in order to complete the necessary paper work for the program and to keep the media center open for the PACE students. Funding for the development of new videos, the hiring of more counselors, and the increase of Director's release time were noted as important items which required campus support.

What are the faculty selection criteria for PACE?

The selection criteria for PACE are the same as those required of all faculty in the District.

What problems (if any) have you had in obtaining appropriate PACE faculty?

Very difficult to get the regular faculty to teach in the program. The regular staff don't want to teach three nights or on Saturday. The inability to get waiver approval early has also allowed the best faculty to be hired elsewhere. Many of the disciplines at the colleges have shown little interest in helping to hire the appropriate PACE faculty.

TOPIC: Program Administration (continued)

What orientation do the faculty receive to prepare for their PACE responsibilities

Very little orientation to PACE is offered. Most of the training is obtained on the job. Weekly staff meeting with the PACE director supply some of the preparation for teaching the PACE student.

What is the load credit per course for the PACE instructors?

The course load for PACE instructors is the same as for all faculty. The load is 15 hrs. per week plus 3 hrs. hourly.

What process is followed to coordinate interdisciplinary team-teaching?

Weekly staff meeting are used for coordination of the team teaching.

Who is responsible for weekend conferences, and is the assigned time adequate for the PACE conference preparation?

The PACE Director and the faculty are responsible for the weekend conferences. A majority felt that the assigned time for the preparation was not adequate.

How have you reviewed the quality of the tapes used in PACE?

The faculty have looked at the tapes and have noted that the tapes need to be remade.

What is your assessment of the quality of the tapes?

It was noted that the tapes are: outdated, localized to Detroit of 1971, of poor quality, very bad, inadequate, and at times inaccurate. One Director noted that the information they were trying to present was fine, but the format was wrong.

What process would you recommend to improve the quality of the tapes?

The District should obtain the necessary funding to redo the tapes entirely. If the District is unable to produce their own tapes then new ones should be bought or the extensive library of PBS could be utilized.

What controls are in place to assure that the PACE program offers an acceptable quality education?

The campus faculty are in charge of making sure the quality of the program is maintained.

What problems need to be resolved with the PACE program?

Several problems were noted by the Directors: class size, TV, English and Math courses, science laboratory, uniformity between campus offerings, counseling, and lack of a permanent group of PACE instructors.

What assistance would you like from the District in regard to PACE?

The Directors wanted the district to help in the: hiring of faculty, advertising, developing PACE faculty inservice, creation of appropriate budgets, and development of a video portion to PACE.

TOPIC: Program Administration (continued)

What would you recommend to strengthen or improve PACE?

Several items were noted which the program directors felt would improve the PACE program. These included: improved videos, more money for the PACE program offerings, faster waiver approval, decreased class size, the creation of a District PACE faculty, and more interaction with the four-year schools.

What is the appropriate relationship between the District and the Consortium to Educate the People?

It was felt that the relationship between the District and the Consortium was good, and a supportive leadership role should be assumed by the Consortium.

What role would your College want to play in a relationship with the Consortium?

The colleges should become members of the Consortium and thereby share ideas and programs.

TOPIC: Program Recruitment, Enrollment, and Articulation

How were students recruited into PACE?
Off-campus the following were used to recruit students: radio, press releases, mailings, union newspapers, and visits to private industry and worksites. On campus the college schedule, brochures, flyers, posters, and reliance on current and former students were used to recruit students into the PACE program.

What are the admissions criteria for enrollment in PACE? (e.g., full-time employment, ACCESS scores)
No special criteria for admissions are used. There is some orientation to the program before it actually begins, and an attempt is made at assessment.

What are the enrollment requirements for PACE?
Only one school had any entrance requirement, and that was having completed English 28 or higher.

Must students enroll in all four sections, and what exceptions are made?
Four of the schools did not require enrollment in all sections. One did require total enrollment. One of the schools noted that you needed to be enrolled in at least nine units and had to be excluded from the other courses by permission.

How does a student make up dropped classes?
If a student drops or misses a course during a given semester they can either take it when the PACE program offers it again, or they can take a regular course at the college

Who (position) is responsible for counseling PACE students?
The PACE director, faculty, staff, and the college counselors are responsible for the counseling of the PACE students. Some of the colleges have special PACE counselors.

How much time (FTE/hourly) is provided for PACE counseling?
The amount of time allocated for the process of counseling varied from campus to campus. One of the campus had no time allocated while another had one full time person. The others noted amounts of .5 to .75 FTE.

How is counseling coordinated with program administration and instruction?
The amount of coordination between the program and counseling was noted to be poor. The counselor(s) at some of the colleges did attend the staff meetings.

How are students informed about counseling services?
At most of the colleges counseling is made available at the Saturday conferences. Mention is made during the regular class meetings, and brochures and flyers advertising counseling are made available.

TOPIC: Program Recruitment, Enrollment, and Articulation (continued)

What enrollment problems are you experiencing?
Retention problems and a drop in enrollment at outreach sites were noted to be the only real enrollment problems.

What assistance would you like from the District with regard to enrollment?
Counseling services for prospective students, and mass media advertising were the only items the colleges wished the District to assume in respect to enrollment.

Who is responsible for articulation of the PACE program?
The task of articulation varied between the colleges from the counseling staff, the Vice President and Dean of Academic Affairs, to the PACE Director.

With what universities is the PACE program articulated?
PACE is articulated with: CSUN, CSUDH, CSULA, Cal Lutheran, Redlands, and Pepperdine. The GE requirements are certified at all of the branches of the California State University system.

Have formal articulation agreements been completed, and how have these been incorporated into the districtwide articulation process?
Four of the colleges have formal articulation agreements in force for the specific courses offered in the program, but no special districtwide PACE articulation system has been developed.

What problems are you experiencing with PACE articulation?
CSUDH is the only school with a specific PACE articulation agreement and so with that school no problems exists. The other CSU's want more Mathematics.

What assistance would you like from the District with regard to articulation?
It would seem appropriate for the LACCD to sponsor an articulation conference between the PACE Programs and the four-year schools.

Los Angeles Community Colleges
PACE EVALUATION

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The Los Angeles Community Colleges are reviewing the PACE program to ensure that the curriculum and educational methods accommodate student interests. We need information from you, the student, to conduct the review. Please take few minutes to answer the following questions. Thank you for your help.

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WHEN DID YOU FIRST ENROLL IN THE PACE PROGRAM?

1. SEMESTER: A. Spring B. Fall
2. YEAR: A. 1984 B. 1985 C. 1986 D. 1987

3. HOW DID YOU LEARN ABOUT THE PACE PROGRAM?
   A. College schedule B. PACE publicity C. Union paper D. Newspaper
   E. Counselor F. Friend G. Coworker

HOW MUCH DID EACH OF THE FOLLOWING INFLUENCE YOUR DECISION TO ENROLL IN PACE RATHER THAN IN THE TRADITIONAL PROGRAM?

	INFLUENCE			
	Much	Some	Little	None
4. Time schedule of program activities.	A	B	C	D
5. Courses offered in a convenient location.	A	B	C	D
6. Friends enrolled in program.	A	B	C	D
7. Course content suited interests.	A	B	C	D
8. Appeal of television component.	A	B	C	D

9. PRIOR TO ENROLLMENT, WERE YOU GIVEN APPROPRIATE INFORMATION TO PREPARE YOU FOR THE NATURE OF THE PACE PROGRAM AND ITS DEMANDS? A. Yes B. No

10. HOW MUCH SCHOOLING DID YOU COMPLETE PRIOR TO ENROLLING IN PACE?
    A. Less than 12 years B. High school diploma C. Some college

11. WHICH COLLEGE DO YOU ATTEND?
    A. East L.A. B. Harbor C. Mission D. Pierce E. Southwest F. West

12. DID YOU ATTEND THE SAME COLLEGE PRIOR TO ENROLLING IN PACE? A. Yes B. No

13. IN WHICH COLLEGE DISTRICT DO YOU RESIDE?
    A. Cerritos B. Compton C. El Camino D. Glendale E. Long Beach
    F. Los Angeles G. Pasadena H. Rio Hondo I. Santa Monica J. Ventura

14. WOULD YOU HAVE ENROLLED IN COLLEGE IF PACE WERE NOT OFFERED? A. Yes B. No

15. IF YES, WHICH COLLEGE? A. This college B. Home district C. Other

HOW IMPORTANT TO YOU ARE EACH OF THE FOLLOWING EDUCATIONAL GOALS?

	IMPORTANCE			
	High	Medium	Low	None
16. To earn an associate degree.	A	B	C	D
17. To gain a general education.	A	B	C	D
18. To improve job prospects.	A	B	C	D
19. To qualify for a better position.	A	B	C	D
20. To prepare for transfer to a university.	A	B	C	D

Los Angeles Community College
PACE Evaluation Spring 1987
Current Students

21. HOW MANY HOURS PER WEEK ARE YOU EMPLOYED FOR PAY?
HOURS: A. None B. 1-10 C. 11-20 D. 21-30 F. 31-40 G. 40+

22. WHICH IS THE BEST DESCRIPTION OF THE POSITION IN WHICH YOU ARE EMPLOYED?
A. Professional B. Managerial C. Clerical D. Technical
E. Trades F. Health services G. Self-employed

23. ARE YOU AFFILIATED WITH A UNION? A. Yes B. No

HOW MUCH DOES EACH OF THE FOLLOWING CONTRIBUTE TO YOUR LEARNING?

	Much	Some	Little	None
24. Interdisciplinary courses	A	B	C	D
25. Reading materials	A	B	C	D
26. Writing assignments	A	B	C	D
27. PACE televised materials	A	B	C	D
28. Weekend conferences	A	B	C	D
29. Working cooperatively with classmates	A	B	C	D

HOW WOULD YOU GRADE THE QUALITY OF EACH OF THE FOLLOWING PACE ACTIVITIES?

30. Interdisciplinary courses	A	B	C	D	F
31. Instruction (In-class presentations)	A	B	C	D	F
32. Preparation for writing assignments	A	B	C	D	F
33. PACE televised materials	A	B	C	D	F
34. Weekend conferences	A	B	C	D	F
35. Size of classes	A	B	C	D	F

36. HAVE YOU EVER ENROLLED IN TRADITIONAL COLLEGE CLASSES? A. Yes B. No

IF YES, HOW DOES PACE COMPARE WITH A TRADITIONAL PROGRAM?

	Better	Same	Worse
37. Courses	A	B	C
38. Teaching methods	A	B	C
39. Instructional materials	A	B	C
40. Reading assignments	A	B	C
41. Writing assignments	A	B	C
42. Working cooperatively with classmates.	A	B	C

HOW MUCH IS PARTICIPATION IN PACE HELPING YOU TO IMPROVE YOUR:

	IMPROVEMENT			
	Much	Some	Little	None
43. Ability to write well?	A	B	C	D
44. Reading comprehension?	A	B	C	D
45. Appreciation of literature?	A	B	C	D
46. Understanding of the world?	A	B	C	D
47. Interest in local and world affairs?	A	B	C	D
48. Understanding of other people and cultures?	A	B	C	D
49. Awareness of political forces or influences?	A	B	C	D
50. Interest in further studies?	A	B	C	D
51. Understanding of the arts?	A	B	C	D
52. Self-esteem?	A	B	C	D

53. HOW MANY HOURS PER WEEK DO YOU SPEND ON PACE HOMEWORK?
HOURS: A. None B. 1-2 C. 3-4 D. 5-6 E. 7-8 F. 9-10 G. 11+

54. DO YOU PLAN TO TRANSFER TO A UNIVERSITY? A. Yes B. No

55. IF YES, WHICH? A. CSU Dominguez Hills B. CSU Long Beach C. UCLA
D. CSU Los Angeles E. CSU Northridge F. Other

HOW WELL DO YOU THINK THE FOLLOWING ARE PREPARING YOU FOR TRANSFER?

	Very Well	Adequate	Inadequate
56. Coursework	A	B	C
57. Reading assignments	A	B	C
58. Writing assignments	A	B	C
59. Counseling	A	B	C

TO WHAT EXTENT IS PARTICIPATION IN PACE CHANGING YOUR:

	CHANGE			
	Much	Some	Little	None
60. Educational goals?	A	B	C	D
61. Career goals?	A	B	C	D
62. Aspirations for your children?	A	B	C	D
63. Political knowledge and beliefs?	A	B	C	D

64. FOR WHICH ENGLISH CLASS WERE YOU ELIGIBLE WHEN YOU ENTERED PACE?
A. English 21 B. English 28 C. English 1

65. CHECK THE HIGHEST LEVEL OF MATHEMATICS YOU COMPLETED IN HIGH SCHOOL.
A. 8th grade math B. Algebra (1 year) C. Algebra (2 years) D. Calculus

66. CHECK THE HIGHEST LEVEL OF MATHEMATICS YOU COMPLETED IN COLLEGE.
A. Mathematics B. Algebra (1 sem.) C. Algebra (2 sem.) D. Calculus

67. WHAT IS YOUR GRADE POINT AVERAGE IN THE PACE PROGRAM?
A. 0 to 1.4 B. 1.5 to 2.4 C. 2.5 to 3.4 D. 3.5 to 4.0

68. DOES ENROLLMENT IN PACE CREATE STRESS ON YOUR PERSONAL LIFE?
A. None B. A little C. Some D. Much

69. TO WHAT EXTENT DO THE BENEFITS OF PACE OUTWEIGH THE STRESSES?
A. Not at all B. They are equal C. A little D. Moderately E. A lot

70. HOW MANY YEARS OF SCHOOLING WERE COMPLETED BY YOUR SPOUSE?
A. Less than 8 years B. Some high school C. High school graduate
D. Some college E. Associate degree F. Baccalaureate degree
G. Advanced or professional degree

71. ARE YOU: A. Male B. Female

72. WHAT IS YOUR AGE?
YEARS: A. 17-19 B. 20-24 C. 25-34 D. 35-54 F. 55+

73. WHAT IS YOUR ETHNICITY?
A. American Indian B. Asian C. Black D. Filipino E. Latino
F. White G. Other

74. WHAT IS YOUR MARITAL STATUS?
A. Single B. Married C. Separated D. Divorced E. Widowed

Questionaire Used for PACE Student Evaluation (continued)

75. HOW MANY DEPENDENT CHILDREN DO YOU HAVE LIVING AT HOME?
A. 0 B. 1 C. 2 D. 3 E. 4 F. 5 G. 6 H. 7 I. 8 J. 9+

76. FOR YOU, WHAT IS THE OPTIMUM NUMBER OF STUDENTS IN PACE COURSES?
A. Under 30 B. 30-45 C. 46-60 D. 61-75 E. 76 or more

77. WOULD YOU RECOMMEND THE PACE PROGRAM TO YOUR FRIENDS? A. Yes B. No

78. WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE THE PROGRAM?

_____

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THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. WE WOULD APPRECIATE YOUR ADDING YOUR NAME SO WE MAY CONTACT YOU FOR FURTHER INFORMATION IF NEEDED. ALL RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL NOT BE REVEALED TO ANYONE INCLUDING PROGRAM PERSONNEL. THANK YOU AGAIN

NAME: _____

estionaire Used for PACE Student Evaluation

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Former Students

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SURVEY OF FORMER PACE STUDENTS

****

arbor College is reviewing the PACE program to ensure that the curriculum and ducational methods accommodate student interests. We need information from ou, the former student, to conduct the review. Please take a few minutes to nswer the following questions. Thank you for your help.

****

ARK "YES" FOR EACH YEAR IN WHICH YOU WERE ENROLLED IN THE PACE PROGRAM.
(For items 1 through 6: A = Yes B = No)
1. 1981 2. 1982 3. 1983 4. 1984 5. 1985 6. 1986

. HOW DID YOU LEARN ABOUT THE PACE PROGRAM?
A. College schedule B. PACE publicity C. Union paper D. Newspaper
E. Counselor F. Friend G. Coworker H. Other

OW MUCH DID EACH OF THE FOLLOWING INFLUENCE YOUR DECISION TO ENROLL IN PACE ATHER THAN IN THE TRADITIONAL PROGRAM?
(Mark each answer which applies.)

	INFLUENCE			
	Much	Some	Little	None
8. Time schedule of program activities.	A	B	C	D
9. Courses offered in a convenient location.	A	B	C	D
10. Friends enrolled in program.	A	B	C	D
11. Course content suited interests.	A	B	C	D
12. Appeal of television component.	A	B	C	D

3. IN WHICH COLLEGE DISTRICT DO YOU RESIDE?
A. Cerritos B. Compton C. El Camino D. Glendale E. Long Beach
F. Los Angeles G. Pasadena H. Rio Hondo I. Santa Monica J. Ventura

4. WOULD YOU HAVE ENROLLED IN COLLEGE IF PACE WERE NOT OFFERED? A. Yes B. No

5. IF YES, WHICH COLLEGE? A. Harbor B. Home District C. Other

OW IMPORTANT WERE EACH OF THE FOLLOWING EDUCATIONAL GOALS?

	IMPORTANCE			
	High	Medium	Low	None
16. To earn an associate degree.	A	B	C	D
17. To gain a general education.	A	B	C	D
18. To improve job prospects.	A	B	C	D
19. To qualify for a better position.	A	B	C	D
20. To prepare for transfer to a university.	A	B	C	D

ARK "YES" FOR EACH OF THE GOALS WHICH YOU ACCOMPLISHED. (A = Yes B= No)
21. Earned an associate degree. 22. Gained a general education.
23. Got a better job. 24. Qualified for a better position.
25. Transferred to a university.

26. HOW MUCH SCHOOLING DID YOU COMPLETE PRIOR TO ENROLLING IN PACE?
A. Less than 12 years B. High school diploma C. Some college

27. DID YOU ATTEND THE SAME COLLEGE PRIOR TO ENROLLING IN PACE? A. Yes B. No

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Former Students

28. HOW MANY HOURS PER WEEK WERE YOU EMPLOYED FOR PAY WHILE ENROLLED IN PACE?
HOURS: A. None B. 1-10 C. 11-20 D. 21-30 E. 31-40 F. Over 40

29. WHICH IS THE BEST DESCRIPTION OF THE POSITION IN WHICH YOU WERE EMPLOYED?
A. Professional B. Managerial C. Clerical D. Technical E. Trades
F. Health Services G. Self-employed H. Other

30. WERE YOU AFFILIATED WITH A UNION? A. Yes B. No

HOW MUCH DID EACH OF THE FOLLOWING CONTRIBUTE TO YOUR LEARNING?

	Much	Some	Little	None
31. Interdisciplinary courses	A	B	C	D
32. Reading materials	A	B	C	D
33. Writing assignments	A	B	C	D
34. PACE televised materials	A	B	C	D
35. Weekend conferences	A	B	C	D
36. Working cooperatively with classmates.	A	B	C	D

37. HOW MANY HOURS PER WEEK DID YOU SPEND ON PACE HOMEWORK?
Hours: A. None B. 1-2 C. 3-4 D. 5-6 E. 7-8 F. 9-10 G. 11+

HOW WOULD YOU GRADE THE QUALITY OF EACH OF THE FOLLOWING PACE ACTIVITIES?

	A	B	C	D	F
38. Interdisciplinary courses	A	B	C	D	F
39. Instruction (In-class presentations)	A	B	C	D	F
40. Writing	A	B	C	D	F
41. PACE televised materials	A	B	C	D	F
42. Weekend conferences	A	B	C	D	F
43. Size of classes	A	B	C	D	F

44. HAVE YOU EVER ENROLLED IN TRADITIONAL COLLEGE CLASSES? A. Yes B. No

IF YES, HOW DOES PACE COMPARE WITH THE TRADITIONAL PROGRAM?

	Better	Same	Worse
45. Courses	A	B	C
46. Teaching methods	A	B	C
47. Instructional materials	A	B	C
48. Reading assignments	A	B	C
49. Writing assignments	A	B	C
50. Working cooperatively with classmates.	A	B	C

HOW MUCH DID PARTICIPATION IN PACE HELP YOU TO IMPROVE YOUR:

	IMPROVEMENT			
	Much	Some	Little	None
51. Ability to write well?	A	B	C	D
52. Reading comprehension?	A	B	C	D
53. Appreciation of literature?	A	B	C	D
54. Understanding of the world?	A	B	C	D
55. Interest in local and world affairs?	A	B	C	D
56. Understanding of other people and cultures?	A	B	C	D
57. Awareness of political forces or influences?	A	B	C	D
58. Interest in further studies?	A	B	C	D
59. Understanding of the arts?	A	B	C	D
60. Self-esteem?	A	B	C	D

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Former Students

IF YOU TRANSFERRED, IN WHICH UNIVERSITY DID YOU ENROLL?

61. A. CSU Dominguez Hills B. CSU Long Beach C. CSU Los Angeles
D. CSU Northridge E. UCLA F. Other

HOW MANY OF YOUR PACE UNITS WERE ACCEPTED BY YOUR TRANSFER UNIVERSITY?

62. A. Under 20 B. 20-29 C. 30-39 D. 40-49 E. 50-59 F. 60

DID YOU PASS THE UPPER-DIVISION PLACEMENT TESTS FOR:

63. MATHEMATICS? A. Yes B. No 64. ENGLISH? A. Yes B. No

HOW WELL DID EACH OF THE FOLLOWING PREPARE YOU FOR TRANSFER?

	Very Well Adequate		Inadequate
62. Coursework	A	B	C
63. Reading assignments	A	B	C
64. Writing assignments	A	B	C
65. Counseling	A	B	C

TO WHAT EXTENT DID PARTICIPATION IN PACE CHANGE YOUR:

	CHANGE			
	Much	Some	Little	None
66. Educational goals?	A	B	C	D
67. Career goals?	A	B	C	D
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73. CHECK THE HIGHEST LEVEL OF MATHEMATICS YOU COMPLETED IN COLLEGE.
A. Mathematics B. Algebra (1 sem.) C. Algebra (2 sem.) D. Calculus

74. WHAT WAS YOUR GRADE POINT AVERAGE IN THE HARBOR COLLEGE PACE PROGRAM?
A. 0 to 1.4 B. 1.5 to 2.4 C. 2.5 to 3.4 D. 3.5 to 4.0

75. WHAT IS YOUR UPPER-DIVISION GRADE POINT AVERAGE?
A. 0 to 1.4 B. 1.5 to 2.4 C. 2.5 to 3.4 D. 3.5 to 4.0

76. HOW MANY YEARS OF SCHOOLING WERE COMPLETED BY YOUR SPOUSE?
A. Less than 8 years B. Some high school C. High school graduate
D. Some college E. Associate degree F. Baccalaureate degree
G. Advanced or Professional degree

77. ARE YOU: A. Male B. Female

78. WHAT IS YOUR AGE?
YEARS: A. 17-19 B. 20-24 C. 25-34 D. 35-54 E. 55+

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Former Students

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A. American Indian B. Asian C. Black D. Filipino E. Latino
F. White G. Other

80. WHAT IS YOUR MARITAL STATUS?
A. Single B. Married C. Separated D. Divorced E. Widowed

81. HOW MANY DEPENDENT CHILDREN DO YOU HAVE LIVING AT HOME?
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82. DID ENROLLMENT IN PACE CREATE STRESS ON YOUR PERSONAL LIFE?
A. None B. Little C. Some D. Much

83. IF YES, TO WHAT EXTENT DID THE BENEFITS OF PACE OUTWEIGH THE STRESSES?
A. Not at all B. They were equal C. A little D. Moderately E. A lot

84. WOULD YOU RECOMMEND THE PACE PROGRAM TO YOUR FRIENDS? A. Yes B. No

85. WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE THE PROGRAM?

_____

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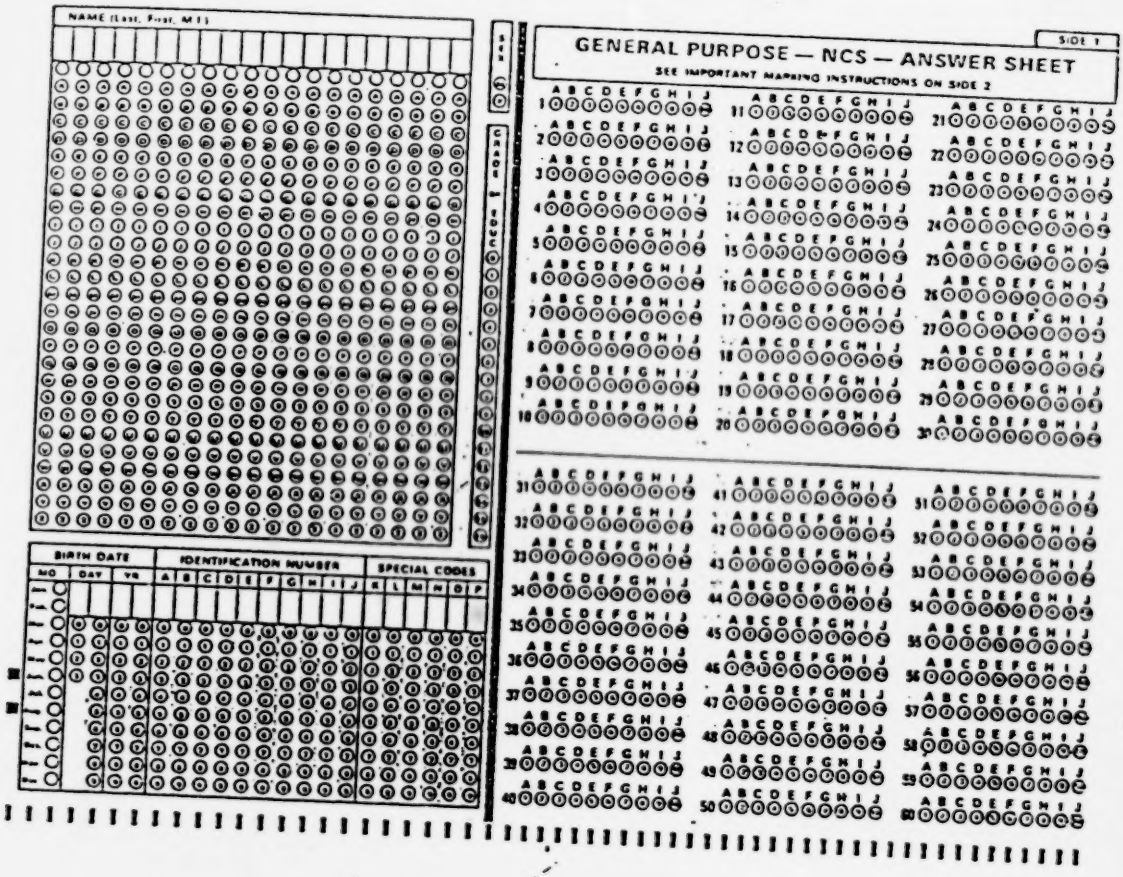
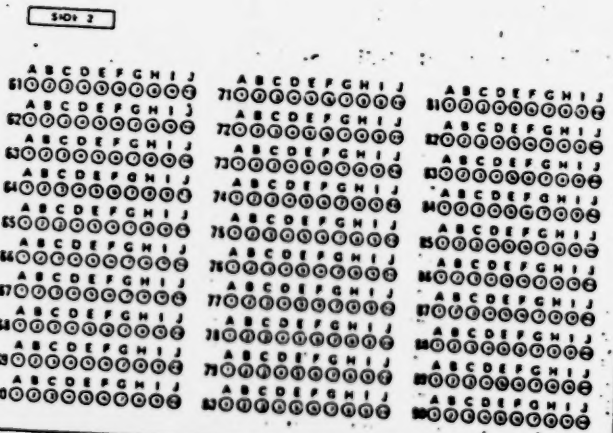
THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. WE WOULD APPRECIATE YOUR ADDING YOUR NAME SO WE MAY CONTACT YOU FOR FURTHER INFORMATION IF NEEDED. ALL RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL NOT BE REVEALED TO ANYONE INCLUDING PACE PROGRAM PERSONNEL.

NAME: _____

PLEASE PLACE THE ANSWER SHEET IN THE ENVELOPE ENCLOSED AND DROP IN THE MAIL. IF YOU MADE RECOMMENDATIONS OR SIGNED YOUR NAME, INCLUDE THIS LAST PAGE WITH YOUR ANSWER SHEET. THANK YOU, AGAIN.

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Current and Former Students

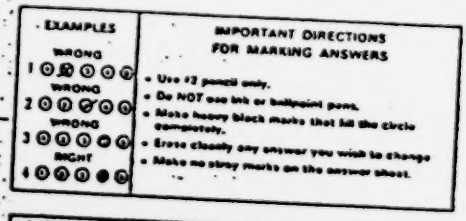


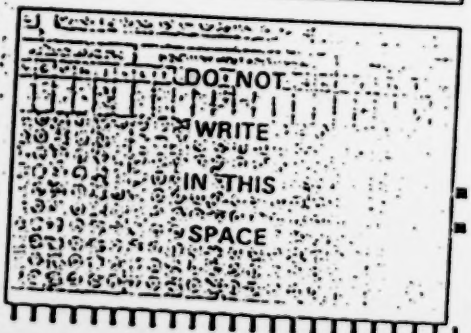


GENERAL PURPOSE

NCS

ANSWER SHEET


EXAMPLES
WRONG
WRONG
WRONG
RIGHT
IMPORTANT DIRECTIONS FOR MARKING ANSWERS
• Use #2 pencil only.
• Do NOT use ink or ballpoint pens.
• Make heavy black marks that fill the circle completely.
• Erase cleanly any answer you wish to change.
• Make no stray marks on the answer sheet.



Questionaire Used for PACE Faculty Evaluation

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Faculty

****

PACE EVALUATION 1986-87
FACULTY SURVEY

****

1. For which college do you teach in PACE? _____

2. Why did you choose to teach in the PACE program? _____

_____

_____

3. How much orientation did you receive to teach in PACE?
   0 ___ 1-5 hours ___ 1 day _____ If more, number of hours _____

4. What classes did you teach in PACE? (List course and year.) _____

_____

5. Which of these courses have you taught in the regular program?

_____

6. How much of the regular course was incorporated into the PACE course?
   Not enough ____ Sufficient amount ____ All relevant objectives ____

7. How many team-taught courses did you teach prior to PACE? _____

8. How many interdisciplinary courses have you taught prior to PACE? _____

9. Were you prepared adequately for the demands of the program and students?
   Yes ___ No ___ How should preparation be improved? _____

_____

_____

10. Does the PACE approach and curriculum satisfy the learning requirements for an introductory transfer course in your discipline? Yes ___ No ___

11. How does the amount of work required of PACE students compare to that required in regular courses?
    Reading: More __ Same __ Less __ Writing: More __ Same __ Less __

12. To what extent do PACE students differ from students in regular classes?

	More	Same	Less
A. Interest in learning	____	____	____
B. Completion of assignments	____	____	____
C. Class participation	____	____	____
D. Capacity to understand curriculum	____	____	____
E. General maturity	____	____	____
F. External stress affecting coursework	____	____	____
G. Commitment to educational goals	____	____	____

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Faculty

13. What overall rating would you give PACE? Poor ___ Good ___ Excellent __

14. What type of assignment do you have?
Full-time tenured ___ Full-time temporary ___ Part-time temporary ___
Other ___ Specify _____

15. Were you hired specifically to teach in PACE? Yes ___ . No ___

16. How much time is required to prepare adequately for conferences?
Estimate an average number of hours per conference. _____ Hrs.

17. Was the time spent on conferences worthwhile?
For students: Yes ___ No __
For faculty: Yes ___ No ___

18. Would you accept a position as a full-time PACE instructor with an assignment that rotated among the colleges? Yes ___ No ___

19. How might conferences be improved?

_____

_____

_____

_____

20. What improvements could be made in the PACE program? _____

_____

_____

_____

_____

_____

_____

21. What benefits does PACE offer over the regular program? _____

_____

_____

_____

_____

Questionaire Used for PACE Administrators Evaluation

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Administrators

PACE EVALUATION 1986-87
ADMINISTRATIVE SURVEY

COLLEGE _____

Project Director: _____ Date: _____

PROGRAM PURPOSE

1. When did PACE offer the first classes at your college? _____

2. Why did the college decide to implement the program? _____

_____

3. Who (positions) was involved in making the decision? _____

_____

4. What factors were considered in making the decision? _____

_____

_____

5. Was an analysis made of enrollment needs and consequences? _____

_____

6. Were program goals and objectives determined? Yes ___ No ____
If yes, please include a copy with your reply.

7. Is there a programmatic emphasis on the adult worker as a special type of student with learning interests and capacities which differ from those of traditional students in the regular program. Yes ___ No ___

If yes, how is it implemented? _____

_____

8. What role has the District played in implementing the PACE program?

_____

_____

9. What responsibilities should the District assume to fulfill its role?

_____

_____

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Administrators

PACE Evaluation 1986-87

ADMINISTRATION

1. What policies were established to guide PACE implementation and operation?

_____

_____

2. What is the role of the PACE Advisory Committee? _____

_____

3. How are faculty involved in program planning? _____

_____

4. Who (position) has direct administrative responsibility for PACE?

_____

5. How much release time is allotted for program management? _____

Is this time adequate?_____ How much time is adequate? _____

6. What administrative support is provided? _____

_____

What additional support is required? _____

_____

7. What are faculty selection criteria? _____

_____

8. What problems (if any) have you had in obtaining appropriate PACE faculty?

_____

9. What orientation do faculty receive to prepare for their responsibilities?

_____

10. What is the load credit per course for PACE instructors? _____

11. What process is followed to coordinate interdisciplinary team-teaching?

_____

_____

Questionaire Used for PACE Administrators Evaluation (Cont.)

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Administrators

PACE Evaluation 1986-87

12. Who is responsible for weekend conferences? _____

    Is their assigned time adequate? _____

    _____

13. How have you reviewed the quality of the tapes? _____

    _____

14. What is your assessment of their quality? _____

    _____

    If inadequate, what process would you recommend to improve this component

    _____

15. What controls are in place to assure acceptable quality? _____

    _____

    _____

16. What problems need to be resolved? _____

    _____

    _____

    _____

17. What assistance would you like from the District? _____

    _____

18. What would you recommend to strengthen or improve PACE? _____

    _____

    _____

    _____

19. What is the appropriate relationship between the District and the Consortium to Educate the People? _____

    _____

20. What role would your college want to play in that relationship? _____

    _____

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Administrators

PACE Evaluation 1986-87

STUDENT PROGRESS

RECRUITMENT

1. How were students recruited?
   Off-campus: _____

   _____

   On-campus: _____

   _____

ENROLLMENT

1. What are the admissions criteria for enrollment in PACE? (e.g., full-time employment, ACCESS scores) _____

   _____

2. What are the enrollment requirements? _____

   _____

3. Must students enroll in all four sections? Yes ___ No ___
   If no, what are the exceptions? _____

   _____

4. How does a student make up dropped classes? _____

   _____

5. Who (position) is responsible for counseling PACE students? _____

6. How much time (FTE/Hrly) is provided for PACE counseling? _____

7. How is counseling coordinated with program administration and instruction?

   _____

   _____

8. How are students informed about counseling services? _____

   _____

9. What problems are you experiencing? _____

   _____

10. What assistance would you like from the District? _____

    _____

Los Angeles Community Colleges
PACE Evaluation Spring 1987
Administrators

PACE Evaluation 1986-87

ARTICULATION

1. Who is responsible for articulation?

_____

2. With what universities is the program articulated? _____

_____

3. Have formal articulation agreements been completed? Yes ___ No ___

4. If yes, have the agreements been incorporated into the districtwide articulation? Yes ___ No ___

5. What problems are you experiencing? _____

_____

6. What assistance would you like from the District? _____

_____

ERIC Clearinghouse for
Junior Colleges